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ABSTRACT

The study looks at the way in which survey research has helped at different stages in the life of the Open University in Great Britain. Since Open University students are studying at a distance, the major source of information about them and about the way they study has been from survey research. This research has provided an input to academic decisions and planning on a scale that is new to education, and is of a nature educators are not accustomed to. The program of research being carried out by the university's survey research department includes a longitudinal study of students' educational and occupational progress. In addition, sample surveys of dropouts show where the university is failing to meet student needs, and panels of students report weekly about their study habits and reactions to the educational materials. (Author/MSE)

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THE USE OF SURVEY RESEARCH IN THE PLANNING OF HIGHER EDUCATION

A paper presented at the ESOMAR Congress Budapest, September 1973 and published in the conference proceedings

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THE USE OF SURVEY RESEARCH IN THE PLANNING OF HIGHER EDUCATION

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The growth of the demand for higher education and the move towards "education permanente" pose problems for educationalists, administrators and politicians all over the world. Universities traditionally a law into themselves, have now to accept public scrutiny, be responsive to public demand and are having to become more cost-conscious and cost-effective. In particular, the extension of the use of the mass-media for educational purposes brings advantages in terms of economies of scale, but disadvantages in terms of cost and flexibility.

This paper looks at the way in which survey research has helped at different stages in the life of the Open University in Great Britain. The Open University, set up in 1969 to provide a second chance for adults to obtain a university degree, is based on the idea of adults in work studying at home, with printed course materials and correspondence assignments supplemented by TV and radio broadcasts. It is Open in the sense that students are not required to have obtained formal educational qualifications.

Since students are studying at a distance, the major source of information about the students themselves and how they study has been from survey research, which has provided an input to academic decisions and planning on a scale which is new to education, and of a nature to which academics have not been accustomed. The programme of research carried out by the survey research department, and discussed in this paper, includes a longitudinal study of students' educational and occupational backgrounds. Sample surveys of drop-outs, show the University where it is failing to meet student needs. Panels of students report weekly about their study habits and reactions to the educational materials, using optically read questionnaires. Some 100,000 questionnaires have been through the department to date.

--ooOoo--

INTRODUCTION

The British Open University was set up in 1969, with a commitment to accepting its first students in January 1971. On its own, this does not seem difficult. However, no conventional British University has been set up in such a short time. And the Open University is not conventional.

Its distinguishing characteristics are:-

1) it is designed for adults, who are already working
2) its educational opportunities are at degree level
3) study is mainly home-based
4) it uses open network BBC television and radio in addition to written materials
5) it requiries no formal educational qualifications for entry

In its first year, 1971, 24,000 students registered to start studying. The total number of students at the beginning of 1973 was over 45,000. Its stated objectives were as follows:

> "the objects of the Open University are to provide opportunities, at both undergraduate and postgraduate level, of higher education to all those who, for any reason, have been or are being precluded from achieving their aims through an existing institution of higher education. This does not imply competition with existing institutions, but rather an attempt on a national scale to complement their efforts; an attempt which may well increase the demands upon existing institutions, as students, stimulated by the experience of part-time study, increasingly come to want the opportunity for full-time study." *(1)*

Not only did the University have no precedent on which to base its plans, it had virtually no idea of how many students might be likely to apply, what they would be like and what their abilities would be. The one attempt to forecast possible demand, a survey carried out by the National Institute of Adult Education had come up with a forecast ranging from

34,000 to 150,000 in respect of those people who said that "I will certainly be one of the first students".

The original name for the Open University - the University of the Air - gives the flavour of the original idea. The possibility of harnessing the power of the media for education is critical if we are to expand educational opportunities to more people, and more importantly to provide adequate opportunities in under-developed countries.

The ivory tower tradition of academics is coming under increasing fire, from people who question its 'elitism' on the one hand, and from people who question its cost effectiveness on the other. The pressure for mass higher education, increasing leisure, the increasing demand from students for relevance, and the move towards "education permanente" among other things all combine to put pressure on the Oxbridge, the Ivy League, the Sorbonne traditions on which most university education has heretofore been modelled. And pressures are being put on higher education all over the world. The causes are diverse, but the results are similar. America has now over fifty experiments in non-traditional education.*(2)* Japan has started its Open University. A satellite provided by NASA is to orbit for an experimental year over the Rocky Mountain states before being sent by UNESCO to India. The Open University is not itself the model for all these experiments, but it has perhaps been the catalyst by means of which the ideas, ideals and techniques which it embodies are shown to be of relevance to problems of educational expansion in other places.

The need for research

It has not in the past been necessary, nor have academics thought it desirable, to question too much what goes on in institutions of higher education. The tradition of the face-to-face dialectic dies hard, and participant observation as a research form under these circumstances finds little place.

With thousands of students learning at a distance, using the media in a new way, informational problems are acute. At the same time traditional academics and administrators do not usually understand that they have these problems, or that there is any possibility of solving or even of reducing them.

Most educational research looks <u>within</u> the educational

process, at what is being learnt, and in a tidy way endeavours to test and measure whether or not anything has been learnt. It has developed its own language and its own inner logic. Formative evaluation equates with what we would call pre-testing and piloting. Summative evaluation looks at a programme after it has been completed. The research department's work usually gets labelled as evaluation or occasionally institutional research. In fact, in industry, it would all happily find a home in the market research department. But to be taken notice of in an educational institution, the institution has in some way to internalise the research function as acceptable and relevant, otherwise its research findings will be largely ignored. Conrad Jameson in a stimulating paper to the Annual Conference of the British Market Research Society (1973)*(3)* distinguished between social research in planning and market research in planning. "There is nothing unique about the techniques of market research; These techniques belong to a general domain. But there is something unique about the way we, as market researchers, analyse a problem or pose a research proposition....." "Press together planning and social research of the kind that is conventionally practised and nothing happens. But press together the wires of planning and market research and the sparks begin to fly". He suggests that market research is, in reality, "instrumental" in its approach, and this is the cause of its greater effectiveness.

For myself, after four years of research for a particular institution, I cannot find that one name is more relevant than another. I cannot even agree that it is as apparently necessary as some people think it is to even find a name. The distinction made by Conrad Jameson seems now not to be the important one. I agree that the techniques belong to a general domain. But market researchers do not have a monopoly of the ability to analyse problems. One could alternatively argue that good researchers do and bad researchers cannot.

The main, perhaps the only, functions of a name for what one does is probably to give the user of the research reassurance, and to give the researcher a pass-word to the user. The phenomenon of professional/academic jargon is a curious one designed to make those who can use it feel better, and those who cannot worse. If any research is to have any effect, it has to be relevant for a problem at a particular point in time. More importantly it has to be seen by the users as relevant. For some purposes the name of market research is a help. For some purposes it is a hindrance.

membership of Senate. Although this posed problems in their relationship with the data processing staff, who saw their research as "irrelevant academic research" and gave it no priority, it provided compensating benefits in their relationship with the academics, who found it more difficult to ignore the research results produced and argued by academic colleagues. In the middle were to be found the key group of administrators, who had to be converted first, but were the most easily converted, as the inputs to better management decisions are most clearly demonstrable in this area.

Research in action

The remainder of this paper will look at some examples of the way in which research has been used for planning at the Open University. Without attempting to put names on what has been done, the analogies with market research are clear. It must be said, however, that the one way to ensure that nobody even took any notice of the results in this particular educational setup would have been to have called it all "market research".

In general, the methods employed are not remarkable. Given the scattered nature of the population under study, and its commitment, heavy reliance has been placed on self-administered questionnaires. Research in a public institution has a particular necessity to be cost-effective. We have been fortunate in the goodwill of the students. Good communication with them, our respondents and customers is as important as good communication with our clients.

Problem: the demand for the Open University

Initially there was no way of forecasting accurately the level and nature of demand for the University. In its own terms the O.U. needed not only to achieve an adequate overall level of applications, but also wished to ensure that it reached those persons, previously educationally disadvantaged, for whom it had been set up. The first year saw a large number of applications from teachers and other apparently "middle class" occupational groups.

An early national poll on knowledge and awareness of the Open University, commissioned from Louis Harris International, and followed up each year, immediately put this in perspective.

Table 1a.

% knowing of the Open University	Total	Sex		Social Class				Terminal age of education		
		Male	Female	AB	C_1	C_2	DE	15 or less	16-18	19 or more
1971	31	37	26	66	50	21	17			*
1972	40	43	37	78	58	30	22	29	68	90
1973	44	47	42	78	61	38	26	34	68	92

* not asked

Although knowledge in the country as a whole is steadily increasing, we still have a long way to go particularly with those who have missed out on previous educational chances. The group who left school at 15 or earlier, of whom only one in three "know", forms, after all, 75% of the British population. To reach them in larger numbers almost certainly means expensive advertising campaigns, with budgets which a state-funded university does not have. Looking at an analysis by newspaper readership makes this point forcibly. Knowledge is already high among readers of the serious dailies, where we get more (free) editorial coverage, but of courses these papers are read by relatively small groups of people. The mass of the population read the popular dailies.

Table 1b.

% knowing of the O.U.	TOTAL	Guardian	Telegraph	Times	Daily Mail	Daily Express	The Mirror	The Sun
1972	40	79	73	72	48	46	34	35
1973	44	74	77	73	53	53	38	37

Clients for this research are the Director of Information, the Public Relations Committee, and the Admissions Committee who are concerned with the whole process from applications to admissions. The first poll was commissioned, without a budget, by the research group. Now Information Services pay the bill from their, albeit small, advertising budget

and advertising has been directed at women and lower middle and upper working class groups.

Problem: to provide regular information on the progress of students from application onwards

Essentially this became a problem of building up internal statistics to provide the basis of a management information system. Both the application form and the provisional registration form, as a result of close co-operation between the survey research department and the administration, were devised to provide not just basic administrative data, but also research data for planning purposes. The more basic information that could be collected from all students in this way, as a matter of course, the cheaper and more accurate would the monitoring system be. The key problem was to gain agreement to include questions on the application form and registration form which met administrative and organisational needs, but could be coded and recorded in a suitable form for later analysis.*

One example suffices to show the way in which analyses of existing statistical data enabled the University to detect an area in which administrative procedures were not ensuring that policy objectives were being met.

The admissions procedure operates within quotas on a "first come first served" basis. The quota set for teachers in the first year was lower than the proportion applying. But teachers, in fact, obtained proportionally more places. A retrospective analysis of the application statistics by the survey research department showed teachers applying much earlier in the application period. All other things being equal, they got far more places. Decisions about quotas for future years have now been taken in the light of this knowledge

* A more detailed discussion of the relationship between research and information in the University can be found in "Research for a new institution - the Open University Naomi E. McIntosh. Published in Innovation in Higher Education - Society for Research into Higher Education 1972.

Table 2

A COMPARISON OF TRENDS OVER THE APPLICATION PERIOD, 1970

	1970					
	Quota set	Total appli-cations	Feb. – 1st 10,000	March – 2nd 10,000	June – 3rd 10,000	August – 4th 10,000
No. of students = 100%		40,817	10,267	10,553	11,636	8,361
Occupation	%	%	%	%	%	%
Housewives	10.1	9.2	9.6	10.4	8.9	7.2
Armed Forces	2.1	1.7	1.7	2.0	1.7	.5
Admin. & Managers	4.6	6.9	7.2	6.7	6.4	6.8
Teachers	31.0	36.9	43.4	42.6	31.8	23.6
Professions, Arts	8.6	11.9	11.8	10.6	11.5	14.4
Scientists, Engineers	8.1	8.0	6.9	6.1	8.6	12.4
Technicians, Draughtsmen	9.1	7.5	4.8	6.0	8.8	10.5
Electrical, electronic trades	3.0	1.8	1.0	1.3	2.2	2.9
Farming, Communications	5.1	2.8	2.0	2.3	3.6	3.5
Clerical & office work	10.1	8.2	7.1	7.1	8.9	9.6
Sales and personal service	4.6	3.4	2.9	3.0	4.0	4.0
Independent Means	3.1	2.5	2.4	2.9	3.5	0.9
In institutions	0.5	0.1	0.1	0.1	0.2	–

Analyses of student survival for each course are now provided at all major milestones of the students year. These show for key indicators such as sex, age, region, previous education, occupation and mother tongue which groups of students are more vulnerable than others, and on which courses. Support can then be directed to those groups or areas most in need. Since time is of the essence, these analyses must be quickly and clearly available for non-numerate academics.

The importance of this discussion lies in the difference between doing research for "public authorities" and "private" authorities. Of course public authorities are not all alike, and the nature of the decision making process within them is likely to vary. Having said that, it is possible to make some distinctions.

1) the overriding objectives in research for social and educational planning are unlikely to be financial ones. Availability of financial resources may constrain the achievement of social objectives, but it is the social objectives which dominate.

2) there is likely not only to be more than one decision-maker, but probably more than one group or tier of decision makers whose objectives may be different. e.g. academics and administrators in a university or politicians and officials in a municipality. Politicians will have social/political objectives. Their officials, by definition, are not involved in the setting of these objectives. Their objectives will be to attain in the most effective way the objectives that the politicians have set for them.

3) individuals or groups involved are unlikely to be directly affected by the financial implications of their decisions.

For research to be effective in social planning, it must be oriented to the problem, and seen to be so oriented. Inevitably the researcher in the public sector is likely to start off at a disadvantage. Since social objectives are difficult to quantify, particularly financially, the definition of research as a "cost-incurring activity whose output is information of potential value to management decision" *(4)* is immediately made more difficult to apply. Decisions to commission research are less likely to have a financial basis. Persons commissioning the research are less likely to have a commitment to the research, the results of which may be yet another pawn in a political battle.

Maybe the greater effectiveness of market research postulated by Conrad Jameson is simply due to the fact that somebody has to decide to commission market research outside, pay for it, and then is more likely to take notice of it. Social research, has, after all, conventionally been done by

university departments on the cheap, often for academic rather than for social purposes.

This leads to one final, but critical, point. If research is to be effective in the public sector, should the research be internal or external? This "make or buy" decision is one that industry shares. But again the decision in industry, except where secrecy is involved, is usually made on financial grounds. In the public sector, there are other constraints, of which the most critical is that of impartiality. If impartiality is, in fact, the critical criterion then undoubtedly research must be bought outside. At the same time, it is then easier to ignore its results.

What happens if the institution or department decides to "make" its own research. It is open to the charge of bias, it is true, but it is more difficult for the institution to ignore it. A distinction made earlier with respect to educational evaluation has some relevance here. Formative evaluation is usually involved with improving a system as it develops. The result of research is fed into decisions while an institution or system is still developing. Particularly if the system is complex, it is much more difficult for outsiders to be intimately enough involved for this type of research to be effective from outside. The requirement for impartiality is less, because one is not judging the whole, finally. Summative evaluation, on the other hand, a final judgement of the worth of the programme, should be impartial. But it may well be idle for researchers to come along at the end of a programme to judge, since much of the information they may need to make their judgement, may not have been, or be able to be, collected. Note that these comments do not apply to ad hoc research for one-off problems, but rather to continuing research programmes.

It is becoming less unusual to have research units in social and community services. It is still unusual to find them in educational institutions. Frequently the necessity for research is only realised after the institution has been under way for some years.

Perhaps the significant difference at the Open University, was that institutional researchers were appointed to the staff at the beginning of its life and well before any students arrived. Additionally, instead of being part of the administration, they were accorded academic status and

Again the impetus for providing this regular monitoring came from the survey research department with no earmarked budget. After two years, the administration has understood the necessity to have regular student statistics and is preparing to accept responsibility both financial and organisational, for producing them.

Problem: to discover how the students were using the wide variety of educational materials open to them, and what were their reactions to them.

The student receives his instructions in several ways, through specially prepared written materials, readers and set books, through TV programmes and radio. The main substance is provided through written course units and these are essential, but large sums of money are also invested in making TV and radio programmes, in home experiment kits for science, in providing local study centres and so on. It is vital to know, at minimum, whether these resources are even being used. Preferably we need to know something about their relative use and effectiveness. Ideally we need to know in detail how much more effective one method is than the other and for what purposes.

If TV, for the sake of argument, costs £1,000 per half hour programme and radio costs £100, does it convey the same concept ten times as well as radio? Alternatively does it convey some concepts better than others? Are all students able to learn equally well from all the media, or do some learn better from some than others? We do not know whether the media work in isolation, or in co-operation or even in antagonism to each other. This point was made by Marc/Durand *(5)* who in their paper on "Le choix entre les medias" suggested that "the principal error in comparative studies is to set "a priori" the media as competitors, when they are most often used in a complementary manner: the source of this error is to be found on the emphasis put on the concept of 'effects' to the detriment of the concept of 'communication'".

The problem is as acute for education as it is for advertising. In a way it is even more acute, particularly if the education is geared to gaining a qualification - since differential ability to learn from different media may therefore

The following is an example of the lay-out that was adopted to this end.

ANALYSIS OF STUDENT PROGRESS AS AT 02 09 72

ANALYSIS BY - TERMINAL AGE

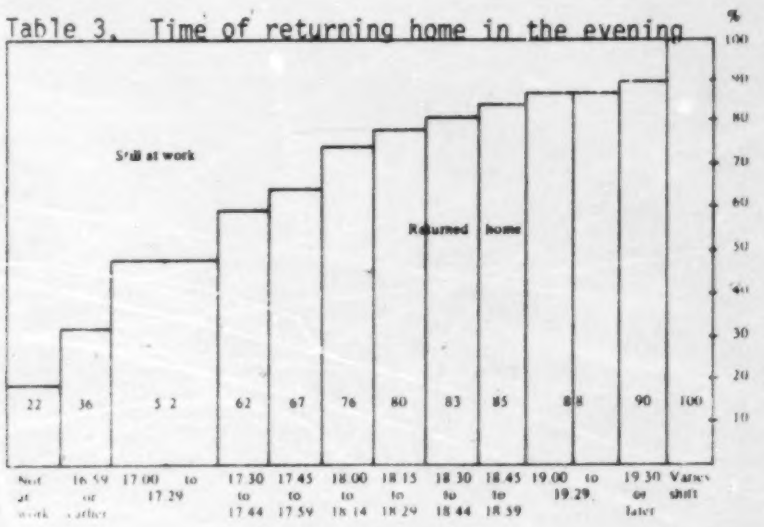
TERMINAL AGE	A100 ALL	A100 IN	A100 OUT	D100 ALL	D100 IN	D100 OUT	M100 ALL	M100 IN	M100 OUT
1 15 OR BELOW	1035	75.7	24.3	1329	75.3	24.7	820	61.7	38.3
2 16	1179	76.5	23.5	1554	73.7	26.3	1165	62.7	37.3
3 17	740	73.8	26.2	884	71.2	28.8	513	62.8	37.2
4 18	670	73.1	26.9	807	71.7	28.3	470	64.0	36.0
5 19	318	77.4	22.6	382	68.6	31.4	277	67.5	32.5
6 20	490	78.3	21.7	527	74.2	25.8	274	64.9	35.1
7 21 OR OVER	2439	75.4	24.6	3118	73.5	26.5	1922	72.7	27.3
8 NO INFORMATION	23	73.9	26.1	34	61.8	38.2	11	72.7	27.3
TOTAL	6894	75.5	24.5	8635	73.2	26.8	5297	66.5	33.5

TERMINAL AGE	S100 ALL	S100 IN	S100 OUT	T100 ALL	T100 IN	T100 OUT	TOTAL
1 15 OR BELOW	694	66.0	34.0	852	80.0	20.0	7123
2 16	960	69.5	30.4	1017	80.9	19.1	8949
3 17	548	71.0	29.0	459	76.4	23.6	4844
4 18	489	66.7	33.3	375	78.9	21.1	4279
5 19	244	65.2	34.8	176	78.4	21.6	2246
6 20	281	64.1	35.9	169	79.3	20.7	3477
7 21 OR OVER	1692	69.5	30.5	838	74.5	25.5	22444
8 NO INFORMATION	9	88.9	11.1	22	90.9	9.1	343
TOTAL	4917	68.5	31.5	3907	78.5	21.5	53715

IN = STILL REGISTERED AT 02 09 72
OUT = DROPPED OUT AT 02 09 72

affect the person's success and therefore their future work and life. We are not, of course, as advertising is not, anywhere near solving these problems. But there are also intermediate problems, no less important, with which we have to be concerned. Students' ability to view the programmes is constrained by their work and domestic arrangements. For example, an early pilot study showed only 62% back home from work by 17.30 at night. But already with 42 courses we have to start broadcasting at 17.30. We have chosen, therefore, to schedule education courses at this time as teachers finish work sooner, and form proportionally more of the student audience available at this time.

Table 3. Time of returning home in the evening



At the moment we are still in a position to broadcast each programme twice, once on a week-day evening and once on a week-end morning. On the face of it one would expect there to be regularity in viewing patterns across students, which would depend on their family and work circumstances, not on the Open University programming. One early finding which took all the planners by surprise was that the opposite was the case. Rather than preferring to watch in the evening or at the week-end, students chose to watch the "first" showing of the programme, irrespective of time of week. The academic motivation of watching it "first" and also presumably, of

retaining the possibility of viewing it twice, proved stronger than work or home constraints. The table below shows an extract for a number of weeks contrasting Arts whose first showing is on a Wednesday evening, with Maths, Social Science and Science whose first showing is on Sunday morning.

Table 4

PATTERNS OF VIEWING	Unit No.						
	10	11	12	13	14	15	16
	%	%	%	%	%	%	%
ARTS							
T.V. watched							
weekday (Wednesday 18.35)	54	53	51	55	52	53	53
weekend (Sunday 12.05)	20	20	22	21	20	18	17
both	25	24	25	22	26	28	28
no answer	1	2	3	2	2	1	3
SOCIAL SCIENCE							
T.V. watched							
weekday (Monday 18.35)	26	25	26	25	28	26	27
weekend (Sunday 10.35)	48	45	45	47	43	45	44
both	25	29	28	26	26	27	27
no answer	1	1	1	2	2	2	2
MATHS							
T.V. watched							
weekday (Thursday 19.05)	*	20	18	19	22	22	22
weekend (Sunday 11.35)		47	49	50	41	41	52
both		31	30	28	34	36	25
no answer		1	2	2	3	1	1
SCIENCE							
T.V. watched							
weekday (Tuesday 19.05)	17	19	19	19	18	15	18
weekend (Sunday 11.05)	43	40	44	45	40	34	40
both	38	39	35	35	41	49	40
no answer	1	1	2	1	1	2	1

* No Unit

In fact, an extraordinarly high percentage has consistently watched and listened to the programmes, although the numbers listening to radio in our second year has started to drop in Maths and Social Science. This poses more critically for these faculties the problem of how to utilise radio in future years. This is clearly an area where experience in different countries will be affected by the attitude in that country towards radio. In America some students using OU materials on an experimental basis have found it virtually impossible to utilise and learn from our radio programmes as in their cultural setting, they are now unused to listening seriously to radio.

To obtain this sort of information regularly week by week from large numbers of students when resources are limited posed a serious problem. Students, on a sample basis, were asked to report regularly on their study patterns, and were provided with a pad of report forms (designed to be easily marked by them and easily read by an optical scanner on return).

Open University
Institute of Educational Technology

REPORT FORM ON COURSE UNITS

When filling in this form, please use an ordinary PENCIL, and UNDERLINE appropriate answers BOLDLY. RUB OUT mistakes. DO NOT cross them out.

3 **How did you feel about the amount of work you had to do on the unit?**

Much too much | Rather too much | Just right | Rather too little | Much too little | Don't know

4 **How difficult did you find the unit?**

Very difficult | Fairly difficult | Just right | Fairly easy | Very easy | Don't know

5 **How interesting did you find the unit?**

Very interesting | Fairly interesting | Not very interesting | Not interesting at all | Don't know

6 a) **Did you watch the television component of this unit?** YES NO

b) IF YES

(a) When did you watch it?

Weekday evening only

Weekend morning only

Both

(b) Where did you watch it?

At home

Other private house

Study centre live played back

Other place

System: Document Reading Services Limited

All the problems of panels - non-response, conditioning, attrition arise, and although we have in some ways a bonus of committed students, in other ways we lose because we cannot provide incentives, use personal follow ups etc. To rotate the panel might improve response rates, but would preclude the possibility of later longitudinal analyses. Response rates over the 36 weeks of the year drop inevitably. We cannot detect, however, any gross distortions from non response and attrition over the year, and a repeat of the same study with new students this year replicated last year's findings uncannily closely.

Initially, we had hoped to build this feedback automaticially into the student assignment system. This proved too complex. It was, therefore, planned ad hoc as a research project and funded by the university out of budgets allocated by the Planning Board. It is a cooperative research project which has to meet the needs of many different clients at the same time - faculties, the administration, the regions, the BBC, and the planners. But it would be impossible to bother the same set of students with five different questionnaires. The department co-ordinates and services the disparate needs.

Problem: dissatisfied customers

A critical area for us is to discover what has caused students to drop out. Is it our fault or is it due to circumstances over which we have no control? From their point of view to drop out is costly, both in terms of money and morale. For us, it is a waste of a place, a matter of educational responsibility, and, on top of that, potentially damaging to the reputation and survival of the University. Of the 10,000 applicants so far in 1974, thirty per cent of them heard about the Open University from somebody who was already a student. Publicity can, of course, work both ways.

Sample studies have been carried out, therefore, of students who have withdrawn at different stages of the course. Two groups of students have been compared so far - those who tried out the courses, but decided not to finally register after three months, and those who studied for the first year and have decided not to continue.

The University commits a lot of money to providing some face-to-face support for students at local level particularly

Problem: the Open University in society

These sample studies are part of a separate longitudinal study funded initially by a grant from the Social Science Research Council which is designed to study the educational and occupational backgrounds and progress of the students. For many, the University has an implicit social objective, that of providing opportunities for higher education to the working class. On the face of it, the first generation of Open University students appeared middle class, but an examination not only of their first job, but also of their father's job when they would have gone on to higher education shows, unusually, high intra-generational mobility as well as the inter-generational mobility one might well have expected.

Table 6 Occupational Mobility

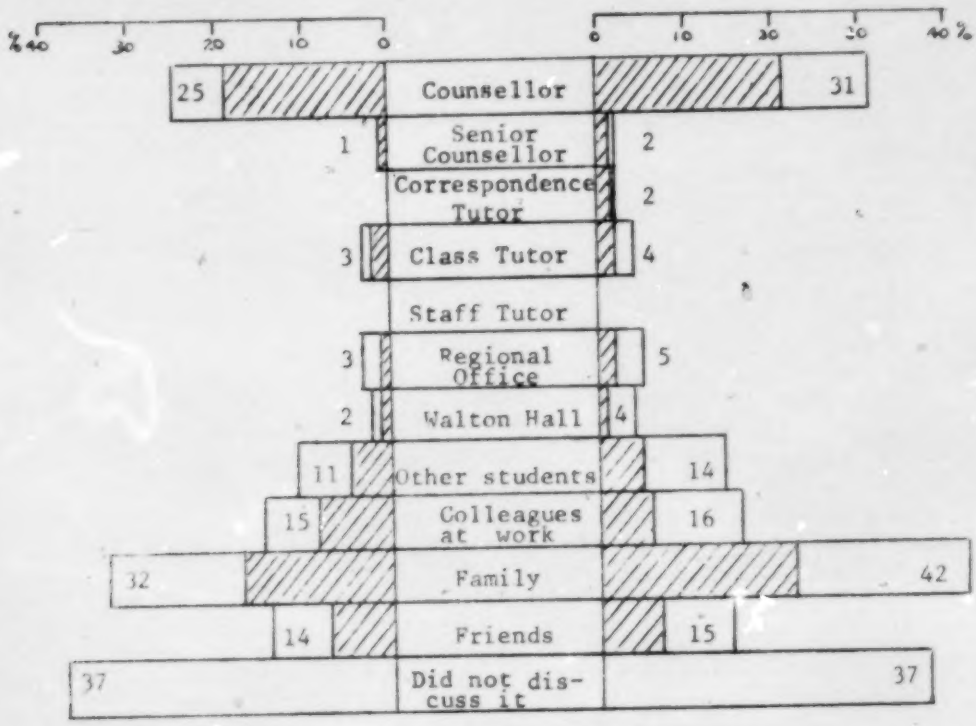
	Job of father	First job	Job now
No. of interviews = 100%	4199 %	4199 %	4199 %
Armed forces	3	3	1
Admin. and managers	5	1	6
Education	3	22	40
Professions and Arts	6	7	9
Qualified scientists and engineers	3	2	7
Technical personnel	1	10	8
Skilled manual - electrical, electronics and other manual	45	21	6
Clerical and office	7	26	7
Shop and personal service	15	6	4
Not working, inc. housewives	3	-	11
Inadequate information, orphan etc.	10	2	1

At the start of the University's life, funding for such "interesting" but non "essential" research could not be found within its own budgets, and external grant aid had to be sought. Now the University is continuing to fund the longitudinal studies itself, and demanding more of them.

to provide counselling services. Above all these should be valuable at critical times such as when students are considering whether or not to withdraw. These studies showed a depressing failure of communication. Either they did not know help was available, or alternatively they did not feel able to go and ask for it. A third alternative, although happier from the student's point of view - that he did not need help - is not adequate from the University's point of view, since it implies a misjudgement about allocation of resources.

This chart compares early drop-outs with non-continuers, showing that those who had studied for a full year did not make appreciably more use of the services available.

Table 5 WHO DID STUDENTS DISCUSS THEIR DECISION TO STOP STUDYING WITH?



STUDENTS WHO DID NOT FINALLY REGISTER IN 1971

STUDENTS WHO FINALLY REGISTERED IN 1971 BUT DID NOT CONTINUE STUDYING IN 1972